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ABSTRACT

Part of a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, student support systems, and selected campus-level activities, this volume of the college's institutional self-study report examines the impact and effectiveness of the Center for Business and Industry (CBI) at MDCC's Wolfson Campus. Introductory material outlines the history of the CBI, an educational partnership between the college and local commercial, professional, and service organizations, and highlights evaluation issues related to the establishment and implementation of the Center, the effectiveness of its services, its impact on the campus, and plans for future development. The next sections describe the research design, which involved interviews and surveys to determine the perceptions of faculty, staff, administrators, and program participants; evaluation results and conclusions; and recommendations and implementation plans. Finally, a report summary highlights the following study findings: (1) the program was initially conceived and implemented in response to input from area businesses; (2) in general, all groups felt that the CBI program was being successfully implemented and was addressing a significant community need; (3) 1,123 participants were involved in 43 different CBI training activities during the first year of operation; and (4) the program was responsible for a \$34,000 profit when first year costs and revenues were compared. (HB)

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VOLUME VII

MITCHELL WOLFSON NEW WORLD CENTER CAMPUS STUDY

Self-
Study

VOLUME VII

MITCHELL WOLFSON NEW WORLD CENTER CAMPUS STUDY

EVALUATION OF

THE CENTER FOR BUSINESS AND INDUSTRY

MIAMI-DADE COMMUNITY COLLEGE
1984 INSTITUTIONAL SELF-STUDY

ABSTRACT

The Center for Business and Industry (CBI) was established at the Wolfson Campus of Miami-Dade Community College in August 1983 to serve the training needs of the local business community. A total of 1,123 participants registered in the 43 training activities conducted by CBI during its first year of operation. Twenty additional workshops and seminars were held on such topics as supervision, management, productivity, and microcomputer applications. The 1983-84 CBI program also notably included its first two Business and Industry Forums, featuring John Naisbitt, author of Megatrends, and Thomas Peters, author of In Search of Excellence. An evaluation of CBI was selected as the Wolfson Campus contribution to the Miami-Dade 1984 Institutional Self-Study since it exemplifies the innovative and community-oriented nature of campus programs.

The study was organized to address six principal questions relating to the establishment and implementation of the Center, the effectiveness of its services, its impact on the campus, and plans for its future development. Data collection emphasized interviews, questionnaire surveys, and activity evaluation forms to provide information on 35 specific research objectives. Respondents included 326 campus faculty, staff, and administrators, 197 persons who had participated in CBI training activities, 34 major local employers, 15 program co-sponsors and training directors of client organizations, and the five members of the CBI staff.

Study results indicated strong agreement by all targets groups that the CBI program was being successfully and effectively implemented, and that it was serving a significant community need. Twenty-five recommendations were devel-

oped from study findings by the CBI Self-Study Committee to facilitate further actualization of the program's potential. The recommendations emphasize needs for increased CBI professional and clerical staff, intensified local and international marketing, development of a program accounting system to accurately monitor revenues and expenditures, recruiting and organizing a working Board of Advisors, and modifications in College procedures to allow for expeditious contract negotiations with the local business community.

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The CBI Self-Study Committee wishes to acknowledge the assistance of the numerous Wolfson Campus personnel who contributed to the Committee's work and to preparation of this volume. Particular thanks are due to the members of the CBI staff, who shared information about their developing program; to the many campus faculty, staff, and administrators who responded to study questionnaires; to the collegewide Self-Study Coordination Committee, which provided valuable feedback on CBI study plans, survey instruments, and report drafts; and to Rene Garcia for his review of the final draft. Production of this volume would also not have been possible without the expert assistance of Charles Rogers and the staff of the campus' Program Evaluation and Data Management Department, and Anabel Farinas and Lee Tannenbaum, of the campus' Word Processing Center.

The Committee also wishes to acknowledge the participation of Dr. Eduardo J. Padron, Vice President of the Wolfson Campus, and Dr. Suzanne Richter, Dean of Instruction, who contributed not only to the concept and focus of the study, but to creation and implementation of CBI itself. The success of the study, and of CBI, is largely due to their efforts and to their dedication to innovative educational programming.

INTRODUCTION

The present report represents the principal contribution of the Mitchell Wolfson New World Center Campus to the Miami-Dade Community College 1984 Institutional Self-Study. This investigation constituted one of sixteen campus-level studies included in the 1984 nontraditional self-study conducted by the College. These studies are submitted to the Southern Association of Colleges and Schools (SACS) as examinations of specific and unique programs operated by the campuses. This report, prepared by personnel of the Wolfson Campus, represents a description and objective evaluation of the Center for Business and Industry (CBI), a program recently implemented by the campus.

CBI was inaugurated in August 1983 and was in an early stage of development when the study began. The study therefore focused on descriptive information concerning the process involved in establishing and implementing the program. Evaluative data concerning program effectiveness were also obtained but should be considered tentative until the program has had further opportunity to mature and permit historical perspective.

Since this volume focuses primarily on results and recommendations, only salient features of the history and operation of the present program are presented. However, more extensive background information is available to SACS reviewers and others in separate reference files.

Conditions Leading to the Creation of CBI

Collaboration between industry and academia is not a new concept. Executive development programs have been offered for over fifty years. In 1982, the

American Council on Education conducted a survey that found that many colleges and universities had established working relationships with industry (Huddleston and Fenwick, 1983). This national survey indicated that the rate of growth of these collaborative arrangements was increasing, since more programs between education and industry were developed in 1981 than during the previous five years. The major types of cooperative arrangements involved employee education and training, use of personnel, use of facilities, research and development, and cooperative education.

It is apparent that community colleges nationwide have been playing an increasingly important role in providing such training services to business and industry. The implications for community colleges across the nation appear quite clear, as highlighted in the following comment:

The community college is uniquely positioned and conceptually suited to the education and training challenges of an emerging information economy....The business community and the community college can become true educational partners. It is a marriage that makes sense (Boyle, 1983, p. 17).

Such collaborative relationships between education and industry require that community colleges be flexible and responsive to rapidly changing business and economic conditions. In general, business can be a source of information on changing skill requirements and a potential supply of qualified part-time instructional personnel. Colleges, on the other hand, can provide classroom training at reasonable costs, often less expensive than training programs conducted "in house" by the businesses themselves.

A program similar to CBI was first envisioned among the recommendations of the 1974 Miami-Dade Self-Study which suggested that the College extend

educational services to businesses, professional organizations, and government agencies. Such an effort was initiated on the Wolfson Campus in August 1983 with the establishment of an Advisory Board composed of community leaders. The purpose of the Board was to help guide the development of CBI and to keep the College in touch with the changing needs of the local business community.

Program Scope, Organization, and Operation

The Mitchell Wolfson New World Center Campus, located in downtown Miami, serves a diverse ethnic population. Because of its location in the heart of the city's business district, the campus provides not only formal course offerings but a variety of community services to business and industry, and to the general public.

As previously mentioned, the Center for Business and Industry represents an educational partnership between the business community and the College. The relationship benefits the College by providing additional resources and expanded student markets for its services. Businesses benefit by obtaining critical resources necessary for the training of a skilled work force at a much lower price than it costs to develop that resource internally.

The CBI has served numerous major businesses and national corporations with headquarters in the South Florida area. These businesses have included:

AmeriFirst Savings and Loan Association

Burger King Corporation

Barnett Bank Corporation

City of Miami Police Department

City of Miami Beach

Coulter Electronics
Department of Housing and Urban Development
Department of International Trade Promotion and Urban Development
Department of Off-Street Parking
Federal Reserve Bank
Florida Exporters and Importers Association
General Development Corporation
Jackson Memorial Hospital
Mercy Hospital
Mount Sinai Hospital
Pan American Bank
Parkway Regional Medical Center
Private Industry Council
Racal-Milgo Corporation
Roma Corporation
Ryder Systems
Southeast Bank
Southern Bell
Sun Bank of Miami
The Miami Herald
U.S. Army Recruiting

Services and programs provided for the above businesses have included:

Management training
Hi-tech training

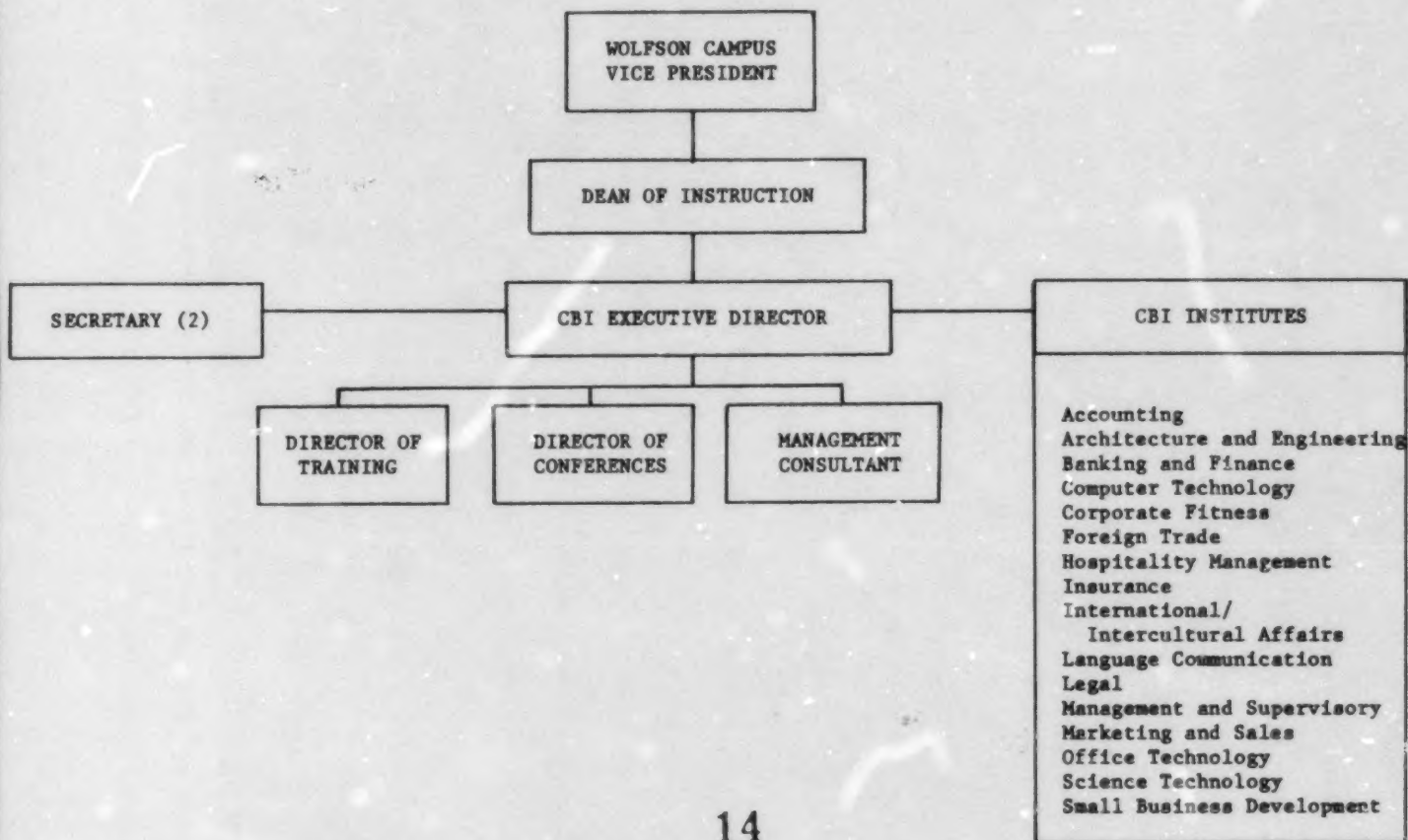
Leadership development
Computer technology and user-skills programs
Banking and finance training
Corporate fitness training
Language training
Hospitality management training
Transcultural sensitivity training
Seminars and consultant services

Funding for these programs and services has been provided by these clients and by the College through contracts with CBI. Although the partnership between CBI and the private business sector is on-going, through its affiliation with the Greater Miami Chamber of Commerce and its Advisory Board, partnerships with specific companies vary in duration, depending upon the scope of the services.

The College's commitment to the Center is reflected by the financial support provided from the Miami-Dade Foundation, Inc. This funding has contributed to major CBI events, such as its Business and Industry Forum Series. The College has also provided a staff of six for the program and state-of-the-art equipment to allow CBI to offer seminars in microcomputers and high technology. This level of support demonstrates the institution's commitment to, and interest in, further development of the Center.

The CBI Organizational Chart presented in Figure 1 indicates the structure and personnel involved in the Center. The Executive Director supervises the staff and program activities and reports directly to the Wolfson Campus Dean of Instruction. The Director of Training is responsible for developing and

FIGURE 1
CENTER FOR BUSINESS AND INDUSTRY ORGANIZATION



implementing corporate on-site programs as well as campus course offerings concerning subjects of interest to the business community. The primary responsibilities of the Director of Conferences include the coordination and implementation of conferences, forums, and specialized seminars for business and industry. The Management Consultant is responsible for curriculum development and delivery of management and computer programs. The full-time secretaries are responsible for all clerical duties of the Center.

Faculty members function as liaison between CBI and various campus academic departments. Such participation is through the sixteen CBI Institutes listed in Figure 1. More extensive background information concerning the CBI Institutes is available for the interested reader, and is represented in separate reference files for SACS reviewers.

Rationale for Evaluating CBI

The reaffirmation of Miami-Dade Community College's accreditation is contingent upon conducting a study of high quality with broad involvement of faculty, students, staff, administrators, and the community. The CBI program was chosen for the Wolfson Campus self-study because it represented the application of special capabilities of the campus. The program is also representative of the local community's expectations of Miami-Dade services since it was developed in response to special needs expressed by organizations in the downtown area surrounding the Wolfson Campus.

The study was designed to analyze the process involved in establishing CBI, to help refine the goals of the program, and to evaluate the effectiveness of the various CBI training activities. Findings from the study resulted in

recommendations and plans for program improvement contained in a later section of the volume.

Key Evaluation Questions

The following were the six major evaluation questions which the study sought to answer:

- Why and how was CBI established?
- Have CBI activities been implemented as planned?
- How effective are the services provided by CBI?
- For which groups have CBI services been most and least beneficial?
- What has been the impact of CBI upon the campus in terms of enrollment and visibility?
- Can the CBI process be generalized to other locales?

Data collection strategies used to answer these six questions included interviews with campus and program staff, examination of existing enrollment records, and review of participant evaluation forms. Surveys were also used to elicit feedback from Wolfson Campus personnel, seminar and forum participants, community leaders, and members of the CBI Advisory Board. These strategies are discussed in detail in the following section of the report.

RESEARCH DESIGN

To answer the questions developed by the CBI Self-Study Committee, eight data collection instruments were used between August 1983 and November 1984. These instruments are described below with regard to five factors: 1) characteristics of the target groups; 2) sampling rationale and procedures; 3) administration of the instruments; 4) data processing and analysis; and 5) the reporting and review process. The instruments are further divided into existing versus new measurement strategies, depending on whether they were in existence prior to initiation of the study or were developed by the CBI Self-Study Committee.

Characteristics of the Target Groups

In order to collect information from the wide range of persons involved with the CBI program, survey instruments were administered to the following eight groups:

CBI Originators. These involved the Wolfson Campus Vice President and Dean of Instruction, who conceptualized the CBI program prior to its implementation.

Faculty, staff and administrators on the Wolfson Campus. These included the 326 campus personnel employed at the campus.

CBI Staff. These included the five persons responsible for operation of the CBI program. Questionnaire recipients were the CBI Executive Director, the Directors of Training and Conferences, the Management Consultant, and the Executive Secretary.

Institute Coordinators. This group included fourteen campus personnel

appointed to work with CBI in designing programs or offering advice on program concepts or implementation.

CBI Participants. A sample of 318 participants who had enrolled in CBI courses, workshops, seminars, or conferences and had completed an evaluation form were included in this group.

Training Directors and Co-Sponsors. This group consisted of fifteen individuals who had worked directly with CBI, either in contracting for services or co-sponsoring CBI program offerings.

Local Employers. A sample of 219 major employers and manufacturing firms located in Dade County comprised this target group.

CBI Board of Advisors. These thirteen persons were key members of the community working with CBI to offer professional opinions regarding program development and implementation.

Existing Data Sources

Two of the measures used pre-dated initiation of the CBI self-study. Modifications were made in these in order to meet objectives of the study. The first of these measures involved the evaluation of CBI training activities by participants enrolled in these activities. The CBI representative provided copies of the existing participant evaluation forms used by the program prior to the start of the study. The CBI Self-Study Committee worked with the representative and modified the form to generate additional information for collection of data, obtained between August 1983 and October 1984.

The resulting participant evaluation forms included ratings and narrative comment items in areas such as relevance of the material presented, organization

of the training activity, maintaining of interest and involvement, knowledge and ability of presenter(s), and effectiveness of audio-visual aids. A section covering participant demographics was also incorporated. A sample of 318 evaluation forms completed by participants from 14 of 43 CBI activities was used for self-study analysis. The CBI staff was responsible for the administration of the evaluation forms and for delivering them to the CBI Self-Study Committee. Results were hand-tabulated and presented to the committee for analysis and interpretation.

A second existing instrument, the CBI Monthly Activity Report, was also further developed and modified with the assistance of the CBI staff. These reports summarized CBI activities with regard to types of training offered, enrollment, supporting academic departments or co-sponsors, and revenues generated. In broad terms, the reports summarized all CBI activities and included observations regarding the volume of program activity. CBI had already been collecting and monitoring some of the information required by these reports.

New Data Sources

The remaining measures used to assess the impact and effectiveness of CBI were developed subsequent to establishment of the CBI Self-Study Committee. They provided new sources of data since the CBI program had not attempted to collect this information previously. The first of these, the Campus Faculty, Staff, and Administrator Survey, constituted a twenty-item questionnaire including both multiple-choice and open-ended items. The survey was developed to measure the perceived effectiveness of implementing CBI at the Wolfson

Campus. The survey also included questions directed toward determining awareness of CBI, judgment of whether the program was being successfully marketed, how well the program was utilizing campus faculty, and suggestions for future CBI programming.

The survey was distributed to all 326 full-time campus faculty, staff, and administrators. The Program Evaluation and Data Management Department was responsible for survey distribution and data processing. Multiple-choice items were analyzed using the College's IBM 3083E mainframe computer. Open-ended questions requiring narrative responses were coded and hand-tabulated by the same campus department. Results were discussed among members of the Self-Study Committee and recommendations were formulated.

The study also sought to obtain information on the process involved in implementating the program. To this end, the originators of CBI were interviewed to learn the historical background of CBI and the institutional and community conditions that led to the program's creation. The interviews were conducted by the Self-Study Committee Chairperson. The interviewer asked a series of structured questions regarding the historical antecedents important to the development of CBI and the process involved in determining the areas of business training offered. The originators were also asked for candid opinions concerning the strengths and weaknesses of the program, and perceptions concerning future directions. The interview with the Campus Vice President was recorded and both interviews were transcribed, with copies sent to each originator for review.

Individual interviews were also conducted with five members of the CBI staff, the Executive Director, Director of Training, Director of Conferences,

Management Consultant, and Secretary. A fifty-item interview questionnaire was used. This survey addressed questions relating to the staff perceptions concerning the effectiveness of CBI, their roles or levels of participation in the program, and the process involved in implementing the program.

These interviews were also recorded and transcribed. Each staff member answered questions pertaining to her/his area of specialty. Additional questions were developed for a group interview, scheduled with the entire CBI staff and two members of the self-study team. This group interview was recorded for later transcription. Both types of interviews, individual and group, proved particularly important in identifying obstacles confronted by the new and developing nontraditional CBI program.

Two additional groups targeted for inclusion in the study were training directors of client organizations and community co-sponsors who had coordinated activities with CBI, and the members of the CBI Board of Advisors. The CBI representative on the Self-Study Committee provided a list of fifteen contacts with whom the program had worked in developing training programs. A structured telephone interview was conducted with each. Areas discussed during these interviews included reasons for selecting CBI as a training partner, degree of satisfaction with CBI services, the intention of the training director or co-sponsor to continue working with CBI, and their suggestions for improving working relationships with CBI.

Additionally, a five-item survey form was mailed to the thirteen members of the CBI Board of Advisors. The form asked the advisors to provide information on areas such as the role CBI plays in the local business community, their role in the operation of CBI, and suggestions for future improvement of the program.

The final two groups participating in the self-study included samples of local employers and the campus faculty members who functioned as Institute Coordinators. The former group included representatives of 219 major employers and manufacturing firms located in Dade County. These employers were identified from a list prepared by the Metropolitan Dade County Industrial Development Authority. These companies had received CBI marketing materials in the past and were on the CBI mailing list. CBI Self-Study Committee members developed three questions to be included as an addendum to a larger community survey sent to these employers by the collegewide Self-Study Coordination Committee. The questions assessed awareness of and participation in the CBI program, and perception of the College's role in sponsoring a program such as CBI. The surveys were distributed and analyzed by the campus Program Evaluation and Data Management Department.

A total of fourteen Wolfson Campus faculty members were identified by CBI to serve as Institute Coordinators. As previously mentioned, their intended roles were to serve as liaison between CBI and the campus academic departments, and to provide seminars and workshops in areas of their particular expertise. A nine-item survey questionnaire, including multiple-choice and open-ended questions, was sent to each Coordinator. Areas addressed in the survey included the Coordinators' perceptions of the role CBI plays on campus and of their personal roles within the operation of the program. The survey also assessed whether the Coordinators felt their skills had been appropriately utilized by the program and requested suggestions for improvement of CBI in the future.

RESULTS AND CONCLUSIONS

This section of the report is organized according to the data collection methods used to answer the evaluation questions developed by the CBI Self-Study Committee. Findings are presented separately for each evaluation activity and include narrative descriptions, tabular data, and evaluative conclusions.

Originator Interviews

The originators of CBI were interviewed to determine why and how CBI was established. The originators included Dr. Eduardo J. Padron, Vice President of the Wolfson Campus, and Campus Dean of Instruction, Dr. Suzanne Richter. The following represents the major findings resulting from the interviews with these administrators.

Goals and Mission. Input from area businesses indicated that the local educational institutions were not responsive to needs of the local business community. CBI was conceived and implemented, therefore, in response to the realization that the College needed to be more active in serving the business and industrial community. The campus was chosen as the site for this partnership between the College and the local business community because of its location in the center of an emerging and dynamic downtown area.

The initial and overall goal of CBI was to develop a "marriage" between the community college and local businesses. As originally envisioned, the Center would also promote and enhance the participation of local employers in community college education. The Center was also developed to broker services that the campus academic departments had already been offering for local businesses.

Another reason for implementation of the program, therefore, was to increase enrollment by having CBI market and promote the services of the campus academic departments. A supplemental by-product of such brokering was to afford teaching opportunities, in the form of management consultation and customized training activities, to campus and College faculty and staff.

An assessment of the training needs of local employers conducted in 1982 (Romanik and Reed, 1983) identified specific training areas required by 100 local businesses. The report recommended that the campus place emphasis upon offering customized training in the areas of management, supervision, data processing, occupational English, and clerical skills. It was also recommended that the marketing for such training be directed toward local government and the emerging retail and international banking industry in downtown Miami. The CBI originators attributed the original content of the CBI curriculum to the areas identified in the 1982 needs assessment.

Strengths and Weaknesses. Both administrators evaluated the first year of CBI as very successful, noting that the basic program concept had been adopted by other Miami-Dade campuses. Although the originators viewed the responsibilities of the current CBI staff as extremely demanding, they had not perceived 1983-84 as a high volume year. According to the originators, the program would develop an aggressive marketing campaign as it was more experienced and better able to deliver the scope of services required.

At the time of the interviews (May and June 1984), several obstacles to the implementation of the program were identified by the originators. These obstacles included the need for a simplified registration process which takes into account the uniqueness of adult learners, and the need for fiscal procedures that accurately monitor program income and expenditures.

Future Plans. The originators indicated that they expected CBI to make a significant contribution to the campus. Future contributions are anticipated to include: 1) increased campus enrollment; 2) enhanced community awareness of the Wolfson Campus and the College; 3) increased opportunities for faculty to teach and consult with the local business community; and 4) benefits to both students and faculty as a result of the high technology laboratory being developed for the program. The originators indicated that the program would continue to build its image through appropriate marketing strategies and would become less reliant on College funding as the volume of services increased in the future.

In general, the originators concluded that the CBI goals and training activities had been implemented as planned and identified the following as the Center's major accomplishments during its first nine months of operation: 1) high visibility on campus and in the business community; 2) favorable response received from clients; 3) high levels of cooperation received from campus academic departments in identifying persons to teach or to support the program in some capacity; and 4) rendering of a quality product and useful service to the local business community.

Monthly Activity Report

Results from the Monthly Activity Reports, which tracked CBI operations for 15 months, indicated that CBI served a total of 1,123 participants in 43 training activities during the first year of operation. Data indicated that slightly over 56% of the training activities originally scheduled were later cancelled. The primary reasons given for cancellations included insufficient enrollment and marketing or publicity difficulties. Program offerings most

frequently cancelled were off-campus programs consisting of multiple courses open to individual participants. Cancelled programs included CBI training activities such as the "Life Insurance Institute," the "Management Practice Series," and the "International Trade Series." Successful programs were those offered to employees of specific businesses. These latter programs were developed with input from the corporate client and customized to meet specific and identified needs.

A variety of delivery methods were utilized and content areas offered by CBI during the first year of operation. Workshops constituted over 51 percent (22 out of 43) of the successful training offerings during the 1983-84 academic year. Management training activities constituted the most frequently offered content area. A total of 21 (49%) of the activities concerned management (Table 1).

According to the information provided by the program and presented in Table 2, total fee revenues of almost \$85,000 were collected from August 15, 1983 to October 31, 1984. College expenditure records indicated a total direct program cost of approximately \$51,000, thereby yielding a profit of almost \$34,000.

The impact of a program such as CBI, however, cannot be estimated by revenue and expenditure comparisons alone. Despite the importance of monitoring revenues and expenditures closely, dollar values cannot be placed upon the long-term benefit afforded the College by sponsoring such programs. The benefits afforded the institution include publicity, marketing, enhanced relations with the local business community, and increased enrollment. Given its priorities and location, it is the intent of the Wolfson Campus to work closely with business and industry to help accomplish both their short and long term

TABLE 1
A COMPARISON OF CBI TRAINING ACTIVITY BY CONTENT AREA
AND ACADEMIC TERM

TERM	TRAINING CONTENT AREA	NUMBER OF OFFERINGS
Fall, 1983 (Total Enrollment = 309 Participants)	Management Training	1
	Hi-Tech Training	1
	User Skills Programs	1
	Other	<u>3</u>
		6
Winter, 1983 (Total Enrollment = 330 Participants)	Management Training	9
	User Skills	1
	Hi-Tech Training	1
	Language Training	<u>1</u>
		12
Spring/Summer, 1983 (Total Enrollment = 390 Participants)	Management Training	10
	Language Training	4
	Health Care	1
	Banking	<u>1</u>
		16
Fall, 1984* (Total Enrollment = 94 Participants)	Management Training	1
	Language Training	4
	Insurance	1
	Hospitality	2
	User Skills	<u>1</u>
		9
TOTAL PARTICIPANTS 1,123	TOTAL	43

*The figures for Fall, 1984 represent only part of the academic year.

TABLE 2

A COMPARISON OF CBI REVENUES AND EXPENDITURES FOR THE 1983-84 ACADEMIC YEAR

	NON-CREDIT ACTIVITIES	CREDIT ACTIVITIES	TOTAL
REVENUES			
FEE	\$39,975	\$15,725	\$55,700
FTE	14,544	14,725	29,269
TOTAL	54,519	30,450	84,969
EXPENDITURES*	41,091	9,951	51,042
PROFIT	13,428	20,499	33,927

*Expenditures include direct program costs only. Overhead costs are not included.

goals. The answer to the question of whether CBI is a cost effective program, therefore, must be deferred until the program has had an opportunity to mature. However, preliminary indications are that the program is functioning in a cost-effective manner.

Several conclusions other than those associated with budgetary concerns can be drawn from these findings. First, the type of monthly monitoring designed by the CBI Self-Study Committee and CBI staff yielded valuable information for the program and should be continued in the future. Secondly, the monitoring disclosed that a large number of individuals participated in a program that had been in operation for a relatively short period of time. Additionally, thorough program planning is needed to develop generic courses that can be offered on an on-going basis, to limit the relatively large number of cancelled activities.

Campus Faculty, Staff, and Administrator Survey

A total of 121 (37%) of the 326 full-time Wolfson Campus personnel surveyed completed and returned the Campus Faculty, Staff, and Administrator Survey, distributed in September 1984. Of the 121 respondents, 69 (57%) were faculty members, 30 (25%) were classified and professional staff, and 22 (18%) were administrators.

Results from the survey (Tables 3 and 4) indicated that the majority of respondents expressing an opinion (81 or 81%) were aware of CBI and felt that it was a visible division on campus (64 or 69%). Most respondents also felt that the program was being successfully implemented (51 or 73%) and had begun to satisfy the needs of the local business community (55 or 82%). Additionally, CBI staff were viewed as approachable and open to suggestions (62 or 81%) and

TABLE 3
RATINGS BY CAMPUS FACULTY, STAFF, AND ADMINISTRATORS
OF EIGHT FACTORS RELATED TO CBI SERVICES

FACTOR RATED	RATINGS			
	ACREE		DISAGREE	
	n	%	n	%
Awareness of CBI's Role	81	84.8	15	15.6
CBI's Role Successfully Implemented	51	72.9	19	27.1
CBI is a Visible Division	64	68.8	29	31.2
CBI Has Begun Satisfying Business Needs	55	82.1	12	17.9
CBI Staff are Approachable	62	81.4	14	18.4
CBI is Successfully Marketed	45	81.8	10	18.2
CBI has Increased Campus Enrollment	32	57.1	24	42.9
CBI Utilizes Campus Faculty and Staff Well	31	50.8	30	49.2

NOTE: Percentages exclude respondents who were "not sure" how to rate a factor.

TABLE 4

RESPONSES OF CAMPUS FACULTY, STAFF, AND ADMINISTRATORS
TO SEVEN FACTORS RELATED TO CBI SERVICES

FACTOR	RESPONSE			
	YES	NO		
	n	%	n	%
CBI Successfully Identifies Skills of Campus Faculty	32	43.8	41	56.2
Have Participated in a CBI Training Activity	15	15.3	83	84.7
Personal Perception of CBI has Changed Since it Began	34	44.7	42	55.3
Have Made Program Suggestions to CBI	27 *	29.7	64	70.3
If Reimbursed 100% Would Attend CBI Activities	40	54.0	34	46.0
Have Referred Outside Inquiries to CBI	33	38.8	52	61.2
Satisfied with CBI's Response to Referrals	19	67.9	9	32.1

NOTE: Percentages exclude respondents who were "not sure" how to rate a factor and therefore the number of respondents is not equal to the total sample size of 121.

respondents perceived that the program was being successfully marketed (45 or 82%). A number of campus personnel indicated that their personal perceptions of the program had changed since it began over one year ago. A total of 34 (45%) of the respondents indicated a change. Twenty, or almost 70%, claimed that the change was in a positive direction.

Campus personnel were less positive when asked whether CBI had increased enrollment (32 or 57% agreed that it had) and whether CBI utilized the skills of faculty appropriately (31 or 51% of the respondents agreed). Responses to a similar question emphasizing the actual use of faculty as program trainers indicated that only 32 (44%) of the respondents perceived CBI as successful in utilizing campus faculty and staff.

A small proportion of respondents had attended a CBI training activity but 40 (54%) indicated that their attendance at CBI activities would increase if they were reimbursed for registration fees. Subsequent to the completion of the surveys, CBI opened its enrollment to faculty and staff interested in participation. This enrollment was financed from Staff and Program Development funds.

Over one-third of the respondents (33 or 39%) had referred businesses to the program in order to develop some form of training arrangements. Of those respondents having made such referrals, over 65% were satisfied with the response of the CBI staff.

Comments solicited from respondents on open-ended questions indicated that the Center needed to: 1) identify and utilize campus expertise more effectively; 2) continue to waive registration fees, thus allowing greater participation by campus personnel; 3) provide an information workshop for

personnel regarding CBI functions and keep campus personnel up-to-date on CBI's operations and accomplishments; 4) improve its visibility and better publicize program offerings on and off campus; 5) facilitate and broker more for the academic departments and provide fewer activities sponsored solely by the program itself; 6) increase the number of staff in order to provide the volume of services required by the local business community; 7) determine the needs of local businesses by some form of comprehensive market needs assessment; and 8) free itself from certain traditional College policies and regulations.

Several overall conclusions were drawn from the findings of the Campus Faculty, Staff, and Administrator Survey. In general, campus personnel perceived CBI in a positive manner, thought that the goals and mission of the program were appropriate, and were being successfully implemented. They also felt that the program should communicate more effectively with campus personnel by publicizing information about its operation and accomplishments. The program, in its second year of operation, has already begun such efforts.

CBI Staff Interviews

Five CBI staff members were interviewed individually and as a group. The following represents the major findings of both individual and group interviews which were structured by a series of questions developed by the CBI Self-Study Committee.

Goals and Mission. The consensus from both interview formats indicated that CBI had been developed to: 1) provide quality educational services to the business community in a flexible and nontraditional manner; 2) respond to specific training needs of the local business community; and 3) market various

College programs to area businesses. Therefore, staff viewed the mission of CBI similar to that of the program originators.

Strengths and Weaknesses. All staff evaluated the major strength of CBI as its innovative approach to delivering services to the local business community. The staff felt they had taken a traditional educational organization and used the model of the private consulting firm to develop a viable program of nontraditional training. Staff also indicated that the targeting of customized programs, flexibility in scheduling, and use of the best available personnel as trainers contributed to the success of the program.

Staff indicated that the qualifications of Institute Coordinators and their compensation needed further study. This suggestion was made since the Coordinators were seen as not sufficiently participating in the program. Staff attributed the limited participation of some Coordinators to the fact that they were faculty members with full-time teaching responsibilities who were not afforded release time for CBI work. Some did not have the necessary skills to develop programs or adequate background and expertise in the small business area.

Several interview questions were designed to assess the role College procedures played in either helping or hindering the implementation of the Center's program. In April 1984, a list of problems and suggested solutions was prepared by CBI staff and submitted to the CBI Self-Study Committee. The first problem involved the College's admissions policies. CBI participants were not able to complete registration if they had been previously enrolled at the College and had some form of outstanding obligation. College policy mandated that such obligations could not be waived. Additionally, if students needed to

take the College's placement test or were in a Standards of Academic Progress (SOAP) category, they had difficulty enrolling in a course or program offered through CBI.

In August 1984, the problem of "overrides" for students with financial obligations was solved. The College's Business Affairs Office agreed to permit overrides for students with financial obligations when the College entered into a contractual arrangement with an outside agency. This decision was based on the assumption that the community's best interest was served by providing educational services to these students.

The second area of concern involved the need for a system to acknowledge campus departments which delivered non-credit training to local businesses in conjunction with CBI. This was resolved in April 1984 when a code was assigned to each CBI Institute and campus department that worked with the program. The code was used to recognize the enrollment generated by each academic department.

Several additional restrictions to efficient growth of CBI were identified. To remedy the problems, the staff recommended the following: 1) additional interaction with the College's Accounts Receivable Department to develop an expeditious system for processing and implementing corporate contracts; 2) revision of the College's contract form(s) to reflect the needs of CBI; 3) modification to registration procedures affecting CBI clientele; 4) purchase of at least two personal computers and a printer to automate and expedite program communication; and 5) expansion of the number of CBI personnel, both the professional and clerical, to address the volume of services provided.

Additionally, CBI staff noted that the CBI forums conducted during the 1983-84 academic year were very successful in increasing the program's

visibility and in establishing additional business contacts. It was proposed that they be offered on a more frequent basis, perhaps quarterly.

Future Plans. In September and October 1984, CBI submitted several training proposals to offer future training to South Florida businesses. Each proposal included a rationale for the specific training program, curriculum designed and developed to meet the specific needs of the company, and a budget providing information regarding costs. Specific proposals included the following: 1) technical training for the City of Miami's Department of Economic Development; 2) patient sensitivity training for Jackson Memorial Hospital; 3) hospitality training for the Latin American and Caribbean Region Partners for International Education and Training; 4) training in cross-cultural perspectives for Barnett Bank and Burdines Distribution Center; 5) performance and disciplinary action, goal setting, and planning workshops for Jackson Memorial Hospital; and 6) a security training program for managers and supervisors at the Shelly/Alco Manufacturing Company.

As goals for the 1984-85 academic year, the CBI staff recommended the following: 1) expanding CBI program offerings; 2) becoming more cost-effective regarding individual programs; 3) establishing a network of qualified trainers and facilitators; 4) developing specific mailing lists for marketing purposes; and 5) increasing the overall marketing of the program.

The staff also indicated that they expected CBI to expand future curriculum in the areas of on-site computer training and intensive personal assessment programs for managers and supervisors. After serving the needs of local businesses the staff plans to market more aggressively in the international business sector. Future programs in Central and Latin America and in the Caribbean are also anticipated.

Institute Coordinators' Survey

A total of 11 (79%) of the survey recipients completed the Institute Coordinators Survey distributed during May 1984. Results indicated that the Coordinators perceived the role of CBI to be provision of training and specialized educational programs to meet the needs of the local business community. Coordinators perceived the program functioning as liaison, educational broker, and information center, thus enhancing the image of the College.

Eight of the respondents had been contacted by CBI for programming advice. One Coordinator had been contacted solely for research advice, while two had not been contacted. Although advice had been sought from the Coordinators, the majority felt their skills had not been utilized effectively.

Actions suggested by the Coordinators to strengthen the campus' support for CBI included:

- Improved communication between CBI and academic departments and the campus in general;
- A more clearly defined description of the program's purpose and goals;
- Quarterly meetings between the Coordinators and CBI staff to evaluate proposals, coordinate efforts, and plan future training activities;
- Increased funding for additional professional and support personnel;
- An in-depth research project to determine community needs similar to the needs assessment of local employers completed in 1982; and
- Release time for faculty working with CBI and free admission to CBI training activities.

Participant Evaluations

A total of 318 (28%) of the participants enrolled in CBI training activities from August 1983 to October 1984 completed evaluation forms. These participants were enrolled in 14 of the 43 CBI sponsored activities. Different forms were used at the beginning of the data collection period since several activities had been conducted before the CBI Self-Study Committee modified the evaluation form. Demographic characteristics were collected on approximately one-third of the participants evaluating CBI programming (Table 5).

Ratings contained in Table 6 refer to 197 participants registered in ten different CBI training activities. Data indicated an overwhelming endorsement for the CBI activities in all areas rated. A resounding number of participants, 186 out of 187, (ten participants failed to respond to the item), would recommend the CBI activity to a colleague. Additionally, over 90% of the participants rated CBI presenters as "excellent," "very good," or "good" on three factors: knowledge, delivery, and degree of participation solicited.

Accordingly, the ratings tended to indicate that participants in the CBI program were extremely satisfied with their training experiences. However, approximately 800 participants did not provide feedback to program staff regarding their experiences. Such information is needed, especially for new and developing programs, even if limited only to several questions and suggestions for future training areas. The program now uses some form of participant evaluation for all training activities.

Training Director's and Co-Sponsor's Questionnaire

The Self-Study Committee received information from 11 of 15 agencies (73%) that coordinated or co-sponsored training activities with CBI. Of the

TABLE 5
DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS
WHO COMPLETED EVALUATION FORMS ON CBI TRAINING ACTIVITIES
OFFERED FROM AUGUST 1984 TO OCTOBER 1984

DEMOGRAPHIC	FREQUENCY	
VARIABLE	n	%
AGE (n=112)		
21-35	38	33.9
36-55	64	57.1
Over 55	10	9.0
SEX (n=121)		
Male	56	46.3
Female	65	53.7
ETHNICITY (n=107)		
White	46	43.0
Black	2	0.2
Hispanic	57	56.6
Other	2	0.2
TYPE OF POSITION (n=150)		
Administrative	35	23.3
Supervisory	65	43.3
Professional	28	18.7
Technical	9	0.6
Other	13	14.1
LENGTH OF SERVICE (n=127)		
Less than 1 year	22	17.3
1- 5 years	57	44.9
5-10 years	32	25.2
Over 10 years	16	12.6

NOTE: Total n's differ for each demographic variable based upon whether the information was requested on the particular form completed by the participant.

TABLE 6
PARTICIPANT EVALUATION RATINGS OF
CBI TRAINING ACTIVITIES CONDUCTED FROM
AUGUST 1983 TO OCTOBER 1984

FACTOR RATED	VERY GOOD		GOOD		FAIR		POOR	
	n	%	n	%	n	%	n	%
Relevance of Material	149	78.8	38	20.1	1	0.5	1	0.5
Presentation & Organization	141	74.6	43	22.8	5	2.6	0	0.0
Maintained Interest & Involvement	134	70.2	48	25.1	7	3.7	2	1.0
Audio-Visual Materials	82	46.3	61	34.5	30	17.0	4	2.2
Facilities	116	62.0	53	28.3	15	8.0	3	1.7
Characteristics of Presenters:								
Knowledge	172	90.0	17	8.9	2	1.1	0	0.0
Delivery	137	72.9	44	23.4	6	3.2	1	0.5
Involved Participants	132	72.1	38	20.8	13	7.1	0	0.0
Would Recommend To Colleague:	YES = 186 (99.5%)		NO = 1 (0.5%)					

NCTE: Ratings of "very good" were combined with "excellent" to yield the four categories.

respondents providing information on their collaborative work, factors most frequently mentioned as influencing their selection of CBI included: 1) location and reputation of the College; 2) cost and quality of the programs; and 3) previous satisfaction with Wolfson Campus offerings.

Respondents unanimously reported satisfaction with the overall administration and coordination of CBI activities. They also unanimously reported that the time invested in the CBI training by their employees benefited the company. Comments from co-sponsors suggested that some participants received promotions and/or decided to further their education as a result of their CBI training.

All co-sponsors felt that it was valuable for the College to develop an educational partnership with the local business community and all stated plans to continue working with CBI based on their experiences. Additionally, one co-sponsor stated that the CBI program was providing a model for other local colleges and universities to follow. Suggestions for further development included more aggressive and specific marketing, so that local training directors would be aware of the CBI program. The need for additional staff was also noted, since the existing staff was too small for the volume of training required by local businesses. The only weakness mentioned by co-sponsors was that the College's contract procedures were cumbersome and too much paperwork was required.

Survey of Local Employers

A total of 34 of the 219 employers (16%) returned the survey distributed by the collegewide Self-Study Coordination Committee during September 1984.

Seventeen of those responding (50%) were aware of the services offered by the Center. Approximately one-quarter of the employers either had participated personally or encouraged their employees to participate in CBI training activities. The majority of employers (29 or 85%) indicated that an educational partnership with the local business community was an appropriate activity for the College to pursue.

Several conclusions can be drawn from these findings even though a relatively small number of employers returned the survey. First, the fact that fewer than 20% of the employers returned the survey was significant in itself. The surveys were individually addressed to the top managers of the selected businesses. It was assumed that this level of management would at least delegate the responsibility of completing the survey to a subordinate. The low return rate might support the notion that businesses in general are skeptical of the true value of such survey instruments, and do not respond because they consider them a waste of their time. A more thorough study of local employers seems in order since the vast majority of those who did respond to the survey endorsed the "marriage" between local businesses and the community college.

The relatively low response rate also illustrates how difficult it is for a program such as CBI to work with local businesses. The College must be able to demonstrate a direct relationship between improvement in some quality that local businesses value, such as productivity, and their participation in the College's training programs. Until this relationship can be demonstrated, it was felt that the local business community may remain skeptical concerning the true value of community college programs.

Businesses included in the sample of local employers were those that had

previously received CBI program materials. However, such materials were generally addressed to training directors or personnel departments, rather than to the top management, as the survey had been. In addition, the selected businesses employed at least 200 employees and would be considered large companies with complex organizational structures. However, the finding that half of the employers were not aware of the CBI program does lend support to the recommendation of a need to enhance visibility and advertise the Center's services within the local business community.

Board of Advisors' Survey

Only three (23%) of the thirteen members of the CBI Advisory Board returned the five-item survey distributed during August 1984. Those members who responded perceived their roles as assisting and supporting CBI upon request. They judged their primary contribution to be "spreading the word" about CBI within the local business community.

Respondents offered the following suggestions concerning how CBI could best serve local businesses:

- Offer more assistance to small minority businesses.
- Demonstrate to the business community that future economic growth of the area was no longer exclusively dependent on tourism, investment banking, and capital imports.
- Offer training programs in cooperation with other local educational institutions (i.e., Florida International University) to encourage greater community participation and coverage of popular programs.

To conclude, it was felt that an active Board of Advisors is essential to the future growth and development of CBI. The nature of the goals and mission of CBI demand that it receive strong external support. The level of response to this survey by Board members corroborates opinions voiced by CBI staff during committee discussions that the program should pursue some form of rotating membership for its Board.

RECOMMENDATIONS AND IMPLEMENTATION PLANS

Following are the recommendations resulting from the 1984 Self-Study of the Center for Business and Industry located at the Wolfson Campus. The recommendations are organized according to eight major areas: Program concepts and goals; structure and organization; administration and operation; program services and output; program costs and resources; program results, impact, and effectiveness; strengths and weaknesses; and future plans. A rationale indicating the particular findings which prompted each recommendation is provided. Specific details required to implement each recommendation, including operational steps and projected timeframes for completion, are also provided.

The quantity of recommendations should not be interpreted as reflecting negatively upon the program. On the contrary, all groups participating in the study felt the program was being successfully implemented and that its services satisfied a significant need in the local business community. The recommendations are offered by the CBI Self-Study Committee in an attempt to assist the program in actualizing its potential. It should be noted that the Center has already begun implementing a number of these recommendations.

CBI staff provided material for portions of this section and their input was invaluable in developing the recommendations listed below.

Program Concepts and Goals

Recommendation 1: The program should continue to provide educational services to the local business community and be supported by the College.

Rationale: Based upon the majority of the evaluation findings, the program received endorsement from the campus faculty, staff, and administrators, local employers, program participants, cosponsors and training directors.

Implementation: As long as the CBI provides quality and cost effective services to the local business community, it should continue to be maintained at the Wolfson Campus.

Recommendation 2: The purpose and goals of CBI should be more clearly defined and communicated.

Rationale: This recommendation is based upon responses from campus personnel who indicated they were either not aware of the program's goals or that the goals required greater specificity and prioritizing.

Implementation: In October 1985 the CBI program will be two years old. The CBI staff should publish a report at this time to document past and present accomplishments, and to inform campus and College personnel of their present and future goals.

Structure and Organization

Recommendation 3: The CBI program should explore opportunities to increase the number of its professional and clerical staff.

Rationale: The need for increased staff to meet the projected volume of training required by local business was suggested by all groups included in the study. The areas requiring the greatest increase in personnel, as identified by CBI staff, were the CBI Institutes.

Implementation: To develop the institutes appropriately, the following personnel are suggested:

1. Secretary for the Institutes. Duties should include all clerical work connected with the three positions outlined below. Such duties would involve dealing with the public, handling business inquiries, screening callers, and all receptionist responsibilities.
2. Director of Business Institutes. This staff member should have the following responsibilities:
 - Develop a working Board of Advisors.
 - Assist in the preparation of programs, seminars, workshops, and conferences.
 - Assist in the development of a comprehensive marketing plan.
 - Identify qualified workshop presenters in specialized areas.
 - Coordinate activities with existing CBI staff.
3. Coordinator of Program Development. This staff member should have the following responsibilities:
 - Write curriculum outlines and program proposals for all institutes.
 - Coordinate all training materials with Institute presenters.
 - Coordinate logistics for all Institute programs.
 - Research reference material pertinent to business and industry.
 - Develop literature on each Institute for marketing purposes.
4. Coordinator of Business Outreach. This staff member should have the following responsibilities:
 - Implement marketing plans for all Institutes.
 - Develop specific mailing lists for each Institute.
 - Identify written media applicable to specific areas for business and industry.
 - Coordinate brochure production and mailing.
 - Contact specific businesses to discuss possible program offerings.

If fiscally possible, a Director of Business Institutes should be added to the CBI staff by August 1985. Additional positions should be added as funds permit and should be related to the rate of increasing cost-effectiveness of the program.

Recommendation 4: The program should recruit and organize a working ten-member Board of Advisors, with rotating one-year memberships.

Rationale: This recommendation is based upon the relatively low response rate to the Board of Advisors' Survey and comments of the CBI staff.

Implementation: The CBI Executive Director should determine which existing Board members will continue to actively support the program for the 1985-86 academic year. This determination should be made prior to August 1, 1985. Recruitment and selection of additional board members, with a maximum of ten members, should be accomplished prior to September 1985. An official orientation to the program should be given to all members of the Board on an annual basis. The following should be included in this annual meeting: 1) review of goals and mission; 2) introduction of staff and tour of the Wolfson Campus; 3) program services and accomplishments; 4) future CBI plans; and 5) the specific roles of Board members. Quarterly meetings of the Board should be conducted in addition to the annual meeting.

Administration and Operation

Recommendation 5: An intensified effort should be made to improve the communication between CBI and faculty, staff, and administrators of the Wolfson Campus.

Rationale: This recommendation is based on comments from campus faculty and staff. Such comments indicated that a direct linkage was needed to provide information to campus personnel regarding program operations, accomplishments, and future plans.

Implementation: The program should utilize campus communication vehicles to inform personnel of program operations, training offerings, accomplishments, and any support needed by the program. A newsletter should be published at least once per academic term and should be distributed collegewide.

The Executive Director should also continue to inform the campus Academic Council of program operations and take advantage of other departmental or divisional meetings to inform campus personnel of program operation. Input concerning future plans for the program should be sought from all available sources on campus.

Recommendation 6: Efforts to extend and improve communication and the working relationships between the program and the Institute Coordinators should be encouraged.

Rationale: Findings from the Institute Coordinators' Survey indicated a need for direct communication between the CBI staff and the Coordinators. In general, Coordinators felt underutilized and desired more input into the operation of the program.

Implementation: Meetings should be conducted between program staff and Institute Coordinators by September 1985. These meetings should be conducted once per academic term until a Director of Business Institutes is hired, at which time meetings should be conducted monthly. The purpose of the meetings

should be to share information, make referrals, and receive feedback on proposals prepared by the program. In general, the meeting should solicit involvement in the program on the part of Institute Coordinators.

Recommendation 7: The College should continue 100 percent reimbursement for Miami-Dade faculty and staff attending CBI training activities.

Rationale: This recommendation is supported by findings from the Campus, Faculty, Staff, and Administrator Survey indicating that fewer than 20% of respondents had attended a CBI training activity, but over 50% would attend if registration fees were reimbursed. It seems appropriate that College personnel be afforded the opportunity to attend CBI activities, that have been so well received in the local business community, at reduced or no cost. However, dedication of funds for this purpose should not be to the detriment of other campus programs or activities.

Implementation: The Campus Dean of Instruction should continue to secure funds from a variety of sources, including Institutional Staff and Program Development, the Miami Dade Foundation, Inc., and external sources such as local businesses.

Recommendation 8: A compensation package should be developed for staff who assist in the planning or development of CBI training activities.

Rationale: Results from the Institute Coordinators' Survey and CBI staff interviews indicated that financial incentives were needed to compensate campus personnel for significant contributions made to CBI programming. Such compensation was also seen as a positive step toward involving more staff in the operation of the program.

Implementation: Sources of financial support for curriculum planning and development responsibilities should be pursued by the Campus Vice President and Dean of Instruction. The program should report progress made in this regard to the Institute Coordinators and the Campus Academic Council by September 1985.

Program Services and Output

Recommendation 9: A comprehensive needs assessment of local employers should be conducted by the Wolfson Campus every three years.

Rationale: This recommendation was initially made at the time of the first assessment of local employers conducted during the Spring of 1982 (Romanik and Reed, 1983). Wolfson Campus self-study participants, including several of the CBI staff, also felt that replication of the needs assessment was appropriate to provide direction for the development of future training programs.

Implementation: A study similar to the 1982 local employers needs assessment should be conducted by the Campus Program Evaluation and Data Management Department. The first of these efforts should be conducted by January 1986. Input for survey construction should be solicited from all interested parties, including CBI staff, Institute Coordinators, Campus Academic Council, the Campus Vice President, and the CBI Advisory Board.

Recommendation 10: An intensified effort should be made to market the CBI program to the local business community.

Rationale: A general finding from the study was that the program should develop a more aggressive marketing plan. The CBI originators (The Campus Vice President and Dean of Instruction) qualified their suggestions for increased

marketing by indicating that such efforts must be realistic and associated with the size and capabilities of the CBI staff.

Implementation: The program should develop a comprehensive marketing plan in cooperation with the campus Directors of Marketing and Public Relations. This plan should emphasize realistic goals, recognizing the capabilities and size of the CBI staff and results from the needs assessment of local employers.

Areas of high technology, including robotics, computer assisted instruction computer assisted design, and computer assisted manufacturing, should receive particular attention in these marketing studies. Input from all available campus resources should be solicited during the development of the marketing plan. The CBI staff, Institute Coordinators, Campus Academic Council, and the Advisory Board should be encouraged to provide input. The plan should be completed no later than May 1986 and updated annually.

Recommendation 11: Efforts to develop comprehensive and target-specific mailing lists should be continued, considering their importance to a comprehensive marketing and publicity program.

Rationale: Data from the CBI interviews suggested that comprehensive and target-specific mailing lists need continued attention.

Implementation: The program should work with the Wolfson Campus Director of Marketing to develop target-specific mailing lists for the purpose of publicizing training activities to the community. A system to update these mailing lists on a regular basis should be developed in cooperation with the campus Program Evaluation and Data Management Department. Such development is considered an on-going responsibility.

Recommendation 12: The program is encouraged to make more effective use of the campus and College faculty in planning, coordinating, and conducting training activities.

Rationale: A number of campus personnel, including Institute Coordinators, suggested that the program should utilize campus talent and expertise more effectively. It was also suggested that CBI use campus faculty more as presenters and rely less on programming support from professionals outside of the College. It must be noted, however, that the program has used College personnel to conduct a number of training activities and goes outside the College when a particular area of expertise is not available internally.

Implementation: The Director of Training should distribute a skills, talent, and interest inventory to campus faculty, staff, and administrators. This assessment should be used to identify prospective presenters and trainers. The Director of Training should keep in contact with such interested persons and the inventory should be replicated annually.

Program Costs and Resources

Recommendation 13: The program should continue to work toward increased cost-effectiveness in terms of revenue and direct program expenses.

Rationale: Although only in its first year of operation during the study, the CBI staff suggested that the program needed to continue work toward greater cost-effective programming.

Implementation: Quarterly financial monitoring should be accomplished, with yearly financial reports submitted to the Campus Dean of Instruction. Direct program costs should be examined for each training activity with emphasis upon decreasing costs where possible.

Recommendation 14: An intensified effort should be made by the campus to develop, with the College, an accounting system which allows for the accurate monitoring of revenues and expenditures.

Rationale: As suggested during staff interviews, accurate financial monitoring would allow the program to more effectively utilize monetary resources and plan future program events.

Implementation: A system of this type is currently being developed by the campus and will be utilized to monitor revenue and expenditures by June 1985.

Recommendation 15: Problems encountered with processing and implementing corporate contracts should be resolved.

Rationale: Several groups involved in the study indicated that they experienced difficulties with the College's contract procedures. Training directors who had co-sponsored or coordinated training activities with the CBI program indicated that the contract process was cumbersome, involved too much paperwork, and took too much time to complete. Additionally, CBI staff noted the College's contract procedures as a hindrance to the smooth flow of program operations.

Implementation: A series of meetings between the CBI Executive Director, Campus Dean of Administration, and the College's Vice President for Business Affairs should be conducted. The purpose of these meetings should be to: 1) develop a contract form designed for use by CBI, rather than using a form designed for use by Continuing Education Departments; 2) design a feedback system which acknowledges receipt of payment for services rendered; 3) simplify or reduce the amount of paperwork required of external co-sponsors; 4) expedite

invoicing so that companies receive billings immediately after completion of the CBI training activity, thereby enabling them to close their books regarding contracts with the College; and 5) develop a way to process CBI participants so that their schedules are not voided in the Campus Bursar's Office.

Such meetings should begin by September 1985 and result in resolution of the problems by March 1986. The CBI Executive Director should provide a report on the progress of the meetings to the Dean of Instruction on a monthly basis.

Recommendation 16: Funding should be increased to cover costs of the Business and Industry Forum Series.

Rationale: A funding increase to subsidize CBI forums was mentioned during staff interviews. This recommendation was also supported from comments made by campus personnel which reflected a desire to continue such activities.

Implementation: Three forums should be conducted by CBI annually. To implement this recommendation with the existing CBI staff, the College should provide whatever support is possible (i.e., personnel, funding, facilities, etc.). The program should also explore linkages with private sources which might contribute funds for the forum series.

Recommendation 17: The CBI advertising budget should be increased to intensify CBI publicity, visibility, and marketing efforts.

Rationale: A number of groups participating in the study indicated that the program needed to increase its marketing and visibility in the local business community.

Implementation: The campus should continue to be responsive to emerging needs within the CBI program. Additional monies should be appropriated to cover costs of radio and television advertisement for major CBI training activities and the development of a program slide presentation for attracting new business clients. A portion of this increased funding should be available to the program by September 1985, with additional dollars forthcoming as the program demonstrates effective usage and results.

Program Results, Impact, and Effectiveness in Achieving Goals

Recommendation 18: All CBI training activities should be evaluated in some manner and feedback provided to the training presenters.

Rationale: Evaluation of all training activities is recommended based upon the finding that less than one-third of participants provided feedback regarding their experiences with CBI. Such feedback is essential for a new and developing program.

Implementation: All training activities should be evaluated, including forums. Forum evaluation should be unobtrusive and focus upon overall impressions and suggestions for future topics or training areas. The results of such evaluations should also be used when selecting presenters, to ensure quality services. The CBI Executive Director has recognized the importance of evaluating all training activities and is currently developing appropriate evaluation strategies with the campus Director of Program Evaluation and Data Management.

Recommendation 19: The program should keep a detailed log of contacts with, and referrals by, members of the local business community.

Rationale: A record of referral contacts was suggested during CBI staff interviews. Such a log should provide documentation concerning the volume of services requested from and provided by the program. It would also assist the program administration in monitoring the actions taken on training referrals from various sources.

Implementation: The Executive Director should prepare a monthly summary of contacts and referrals which specifies the date, nature of contact, parties involved, action taken, and the CBI staff person responsible for continued action. This summary should be reviewed by the Campus Vice President, Dean of Instruction, and Institute Coordinators. The first of these summaries should be prepared by September 1985.

Recommendation 20: An annual report should be prepared by the CBI Executive Director.

Rationale: A formal document is required to effectively communicate the operations of the program to the various participating groups. Such groups should include the campus and College administration, Institute Coordinators, the Board of Advisors, and Wolfson Campus personnel. The need for such communication was noted in the survey responses of campus personnel.

Implementation: The report should specify the volume of services, revenues and expenditures, results of participant evaluations, major accomplishments, and future plans. The first CBI Annual Report should be prepared by August 1985 and distributed to the Board of Advisors, Campus Vice President, Dean of

Instruction, Campus Academic Council, and Institute Coordinators. All subsequent reports should be available by the end of each College fiscal year. The report should include, in addition to those areas mentioned above, the progress concerning all recommendations contained in the present CBI Self-Study Report.

Strengths and Weaknesses

Recommendation 21: Problems encountered by students registering for CBI training activities should be resolved.

Rationale: The CBI Director of Training noted several problem areas in the processing of participant registrations. These included: 1) the schedules of participants on flat fee contracts were frequently voided; 2) difficulties arose in attempting to register participants for a series of workshops that were conducted for two or more semesters; and 3) all participants registering for any offering, whether a single or multi-session workshop, had to be researched to determine whether they had a student number before their registration forms could be processed.

Implementation: To address these issues, a series of meetings should be conducted between the CBI Executive Director, College Dean of Students, and the College's Director of Admissions and Registration.

The purpose of these meetings should be to: 1) explore the possibility of streamlining the registration process for CBI participants; 2) eliminate the standard College "welcome package" to participants who register for CBI activities; 3) solve problems resulting from the inability of the current procedure to allow for registration in workshops which span two or more

semesters; and 4) develop expeditious validation for participants registering for CBI training activities and appropriate notification of those registrants with previous financial or other obligations. Such meetings should begin by January 1986.

Recommendation 22: An on-going effort is required on the part of program personnel to become familiar with how best to monitor administrative and payroll operations.

Rationale: The CBI Executive Director and the CBI staff have indicated a need to better understand the College record system so that the CBI system can be set up in a similar and efficient manner.

Implementation: Workshops should be scheduled by October 1985 between CBI staff and College personnel identified as knowledgeable with regard to student registration fees, including flat fee registration.

Future Plans and Implications

Recommendation 23: The program should continue to identify areas of future training.

Rationale: The need to identify future curriculum areas was mentioned as a program priority by CBI staff and Campus personnel.

Implementation: Areas requiring further exploration should include on-site training in the use of microcomputers and high technology, assessment of personnel and career objectives of managers and supervisors, and consultation services to local businesses requiring technical assistance. The identification of future training areas is considered an on-going program responsibility.

Recommendation 24: The program needs to continue its efforts in establishing a network of qualified trainers and facilitators.

Rationale: Data from CBI staff interviews indicated need to expand the qualified pool of trainers and presenters.

Implementation: The Director of Training should develop a system to identify and register qualified trainers and facilitators. This system should be in place by May 1986.

Recommendation 25: As program capabilities expand, international markets should be further explored and training programs offered to businesses located in Central and South America and the Caribbean.

Rationale: Data from interviews with the CBI staff indicated that international marketing was already receiving attention, but needed further development.

Implementation: The program should develop an international marketing plan in cooperation with the campus Directors of Marketing and Public Relations. The plan should be completed no later than May 1986 and updated on a three year cycle.

SUMMARY

This volume of the Miami-Dade 1984 Institutional Self-Study provides a description and evaluation of the Wolfson Campus Center for Business and Industry (CBI) which began operations in August 1983. The report was prepared by the CBI Self-Study Committee in an effort to answer six major evaluation questions. The questions involved the development of CBI, effectiveness of its services, its programmatic strengths and weaknesses, and impact the program has had on the campus and on the College. Eight data collection instruments were developed to gather information from significant target groups affected by the program. These groups included the campus administrators responsible for establishing the program, campus faculty and staff, program participants, and local employers.

Findings indicated that the program was initially conceived and implemented in response to input from area businesses, which implied that local educational institutions were not responsive to needs of the business community. In general, all groups surveyed felt that the CBI program was being successfully implemented and was addressing a significant community need. In fact, 186 out of 187 respondents indicated they would recommend a CBI training activity to a colleague, and an overwhelming majority (85%) of the local employers responding indicated that an educational partnership with the local business community was an appropriate activity for the College to pursue.

A total of 1,123 participants were involved in 43 different CBI training activities during the first year of operation. A variety of delivery methods were utilized and content areas offered. The two business and industry forums held on campus during the 1983-84 academic year, featuring John Naisbitt, author

of Megatrends, and Thomas Peters, author of In Search of Excellence, were judged among the most effective CBI activities. A total of 21 (48%) of CBI training activities held were of a management nature. Over half of the activities originally scheduled by the program, however, had to be cancelled due to insufficient enrollment.

The campus subsidized the CBI from its base budget during its first year of operation. The Wolfson Campus administration indicated that a reason for establishing CBI was to enhance the College's image in the business community and contribute to the education of local professionals. Benefits including publicity, marketing, and enhanced relations with local business have been afforded to the College as a result of the CBI program. These benefits are difficult to quantify. However, the program was responsible for a \$34,000 profit when direct first-year program costs (\$51,000) were compared to revenues (\$85,000).

Results from surveys administered to campus faculty, staff, and administrators' indicated that the majority of personnel were aware of the program and felt CBI was a visible division on campus. Campus personnel also felt that the program was being successfully implemented, had begun to satisfy the needs of the local business community, and that the CBI staff were approachable and open to suggestions. Campus personnel were somewhat less positive, however, with regard to whether the program utilized the skills of campus faculty effectively.

Additional comments from campus respondents indicated that registration fees charged to College personnel should be eliminated in order to encourage greater participation; that the number of staff should be increased in order for

the program to provide the volume of services required by the local business community; that the program should be publicized more on and off campus; and that as many qualified instructors or presentors as possible should be hired from inside the College.

The CBI Self-Study Committee developed a number of recommendations to assist the program in actualizing its potential. These included recommendations for increased professional and clerical staff; development of a working Board of Advisors; improved communication and better utilization of campus personnel; full reimbursement for faculty and staff attending CBI training activities; compensation for faculty responsible for developing CBI training activities; comprehensive assessment of the training needs of local employers; intensified marketing efforts; continued development of a program accounting system; and an annual report prepared and distributed by the CBI Executive Director.

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